DOCUMENT RESUME

ED 433 107 PS 027 798

AUTHOR Wingo, Robin R.; Mertensmeyer, Carol
TITLE The Guide for Choosing African American Parenting Curricula.
INSTITUTION ParentLink, Columbia, MO.
SPONS AGENCY Missouri Children's Trust Fund.
PUB DATE 1994-96-00
NOTE 78p.
AVAILABLE FROM ParentLink, 212 Whitten Hall, Columbia, MO 65211; Tel: 800-552-8522 (Toll Free), 573-882-7321 ($13.70).
PUB TYPE Guides - Non-Classroom (055) -- Book/Product Reviews (072)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Black Family; Black Mothers; Blacks; *Child Rearing; *Culturally Relevant Education; *Curriculum; *Curriculum Evaluation; Parent Child Relationship; *Parent Education; Parent Materials; Parents
IDENTIFIERS *African Americans

ABSTRACT

This guide is designed to help professionals working with African American parents to be better prepared to select culturally sensitive materials, to program more effectively, and to draw from the richness within the African American culture. The guide is one in a series of culturally specific guides produced as part of ParentLink's Review of Curricula for Special Populations project. The project began with a national search for materials written with the population in mind. A review subcommittee representing the population, including professionals who work with specific populations, were recruited from across Missouri. The subcommittee reviewed and evaluated the materials during a 2-day retreat. In general, the subcommittee commented that available parenting materials were deficient in the discussion of raising children in a race-conscious world and in considering the strong spiritual orientation of this population. The guide is arranged in several sections. The Quick Reference section provides an abbreviated view of each of the 19 curricula reviewed. Curricula Content provides grid pages identifying specific issues and topics covered in the curricula. The Narratives for Parenting Curricula provide a more elaborate description of the curricula and include a summary, culturally specific information, ordering details, and reviewers' remarks. The guide concludes with a form inviting readers to provide information about other available curricula. (KB)

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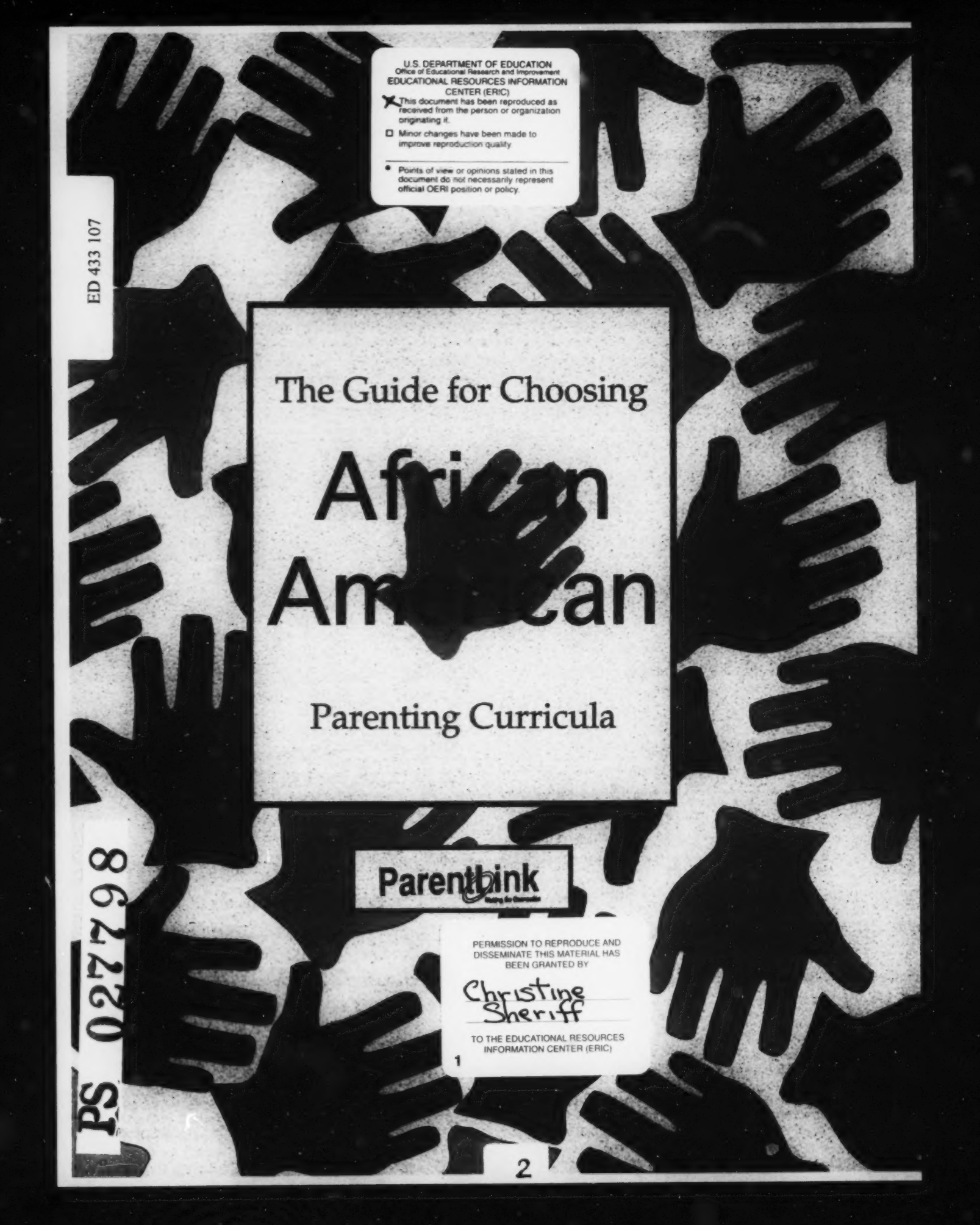
The Guide for Choosing African American Parenting Curricula



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THE GUIDE FOR CHOOSING AFRICAN AMERICAN PARENTING CURRICULA

The Guide for Choosing African American Parenting Curricula

by

Robin R. Wingo, MSW, LCSW
Carol Mertensmeyer, PhD

Financial support for the development and production of The Guide for Choosing African American Parenting Curricula was provided by:

- **MISSOURI CHILDREN'S TRUST FUND**

Additional support was provided by:

- Human Environmental Sciences
- 4-H Youth Development Programs

Copies of The Guide for Choosing African American Parenting Curricula may be obtained by contacting the ParentLink Connection Center at ~~(314)~~882-7321 or, in Missouri at 1-800-552-8522. 573

June 1994

INTRODUCTION

ParentLink is pleased to present The Guide for Choosing African American Parenting Curricula. The guide is designed to help professionals working with African American parents to be better prepared to select culturally sensitive materials, to program more effectively, and to draw from the richness that exists within the African American culture. It is one in a series of culturally specific guides that has been produced as a part of ParentLink's Review of Curricula for Special Populations project.

The Missouri Children's Trust Fund provided funding for the Special Population Curricula Review for the purpose of identifying, reviewing, and distributing information about parenting curricula appropriate for African American, Hispanic/Latino American, and Native American audiences. This project began with a nation-wide search for materials written with each of the populations in mind. Review subcommittees representing the populations, including professionals who work with specific populations, were recruited from across the state. The subcommittee members met to review, discuss, and evaluate the materials during a two-day retreat facilitated by ParentLink.

The African American Curricula Subcommittee, whose names and biographies begin on page 1, provided us with a wealth of expertise and insight. Their comments, understanding, and beliefs are reflected in this document.

ACKNOWLEDGEMENTS

This guide has been made possible through the contributions of many organizations and individuals. The collaborative spirit that guided this effort is evidenced below.

The Missouri Children's Trust Fund provided the contract to support staff time, reviewers' expenses, and the production of this guide. It is through their mission to prevent child abuse and neglect, and their interest in funding creative projects, that this guide exists.

As always, the insight, enthusiasm, and commitment of the ParentLink Coalition has been extremely helpful. Their names and affiliations begin on page 3.

The importance of working in collaboration with those who know their community, and in this case, their culture, is essential to the successful completion of any project. We believe the significance of this is most clearly expressed by recognizing the expertise, reflections, and direction we realized from our review panel. The names and biographies of the African American Curricula Subcommittee begin on page 1. We sincerely thank them for their invaluable contributions.

Many others deserve credit for participating in this effort:

Susan Holladay, MSW, curricula committee chairperson, contributed significantly to the development of the curricula review instrument used in this project.

Kim Finder, program aide, and Chanel Goodwin contributed to the initial search for parenting materials.

Patty Hudnut, administrative assistant, contributed significantly to the appearance of the final product. Her keyboard expertise and tolerance of endless editing is gratefully acknowledged.

Diane Mosher, ParentLink staff, was also extremely helpful in skillfully managing the retreat logistics.

We also appreciate the efforts of Chris Thro who made final telephone calls regarding ordering information and final edits.

Melissa Rawlings designed the cover for this document. Her creative contribution is gratefully recognized.

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PARENTLINK'S AFRICAN AMERICAN CURRICULA REVIEW SUBCOMMITTEE BIOGRAPHIES

Gladys Cogswell, MEd, is a master storyteller in Missouri. She currently directs a youth group of African Americans using psycho-drama and teaches parents and children communication skills through the use of storytelling, metaphors, and role playing. She is the executive director of the Fannie Griffin Art Club which organizes multi-cultural dance festivals, storytelling retreats, and other cultural projects. Gladys has also worked counseling women and families with drug abuse issues.

Karen DeBord, PhD, is an assistant professor of Human Development and Family Studies and extension state specialist with University of Missouri-Columbia. Karen has worked as a field specialist in Virginia with diverse populations and she continues that work in Missouri through training and research on how parents want to receive parenting information. She represents University Extension, Human Development, on the ParentLink Coalition. Karen is also the mother of a 4 year old and a 9 year old.

Mable Grimes, PhD, has been a 4-H youth development specialist assigned to programs affecting limited resource families and minority youth for over 30 years. She has also served as a parenting educator and home economist. Mable is active in community affairs directed toward low-income and minority families and youth.

Susan Holladay, MSW, is a human development specialist for the University of Missouri Extension in Pike County. Susan has been actively involved in her community providing parenting education and providing technical assistance for other parenting and family related programs. Susan also represents University Extension Human Development field staff on the ParentLink Coalition and chairs the Curricula Review Committee.

John Jamison, MA, is a senior counselor with the Division of Vocational Rehabilitation in Southwest Missouri. He is involved with many community organizations including the African Methodist Episcopal Church, NAACP, Downtown Kiwanis, and developing the Center for Interracial Living. John and Carol Wilhite have a 12-year-old daughter.

Johnetta Morrison, PhD, is an assistant professor in the Human Development and Family Studies Department at the University of Missouri-Columbia. She has been involved with parenting issues as a parenting educator, conference presenter, and as an in-service educator for preschool teachers. Johnetta's research has included exploring identity and self-concept development of biracial children.

Elma Warrick, MA, is the director for Community Outreach with the Heart of America Family Services in Kansas City, Kansas. Her work has included the development of the "Family Empowerment" program for families in two low-income housing projects for self-

sufficiency and self-determination. Elma also facilitates culturally specific parenting curricula in the Kansas City area.

Robin R. Wingo, MSW, LCSW, is the coordinator of the ParentLink Connection Center. She has worked with children, youth, and families, in a variety of clinical settings (including residential treatment, therapy, and inpatient hospitalizations) and in staff training for professionals working with families.

Carol Wilhite, BS, works with Ozarks Fighting Back, a community coalition to prevent alcohol and other drug abuse in Southwest Missouri. Part of her work involves issues of inclusion, cultural diversity and competency. Carol is also working to develop the Center for Interracial Living which focuses on solutions to problems that are unique to interracial families, such as developing identity and enhancing self-esteem in biracial children.

PARENTLINK COALITION

Nadine Abernathy
Division of Family Services
MO Department of Social Services

Tom Apple
Shelter Insurance Companies

Cynthia Arendt, PhD
MO Home Economics Association

Nela Beetem
Division of Maternal, Child & Family Health
MO Department of Health

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Heart of America Family Services - Project Early

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Parents as Teachers National Center

OVERVIEW

It is hoped that the rich traditions, beliefs, and practices of the African American people will be supported, encouraged, and nurtured so that children may grow up benefiting from them. This guide is designed to help parenting educators, community leaders, community coalitions, and organizations select culturally sensitive materials. It is also hoped that professionals working with *all* families will see and appreciate what these materials have to offer.

Many things were learned in working with the African American sub-committee. Their experiences, beliefs, and comments are reflected in this document. They also offered some general comments for those offering parenting education to African American parents:

- A Eurocentric middle-class standard is reflected in some materials. Parents and facilitators may want to consider whether that is the standard they want to use.

- The current status of the race is still that one has to fight to be validated, independent of expertise, skill, education, etc. Parents need to empower children to live in a race conscious world.

- Parenting curricula based in African tradition needs to be presented so the relevance to parenting in the United States is well defined.

- Parents not grounded in African traditions, such as the principles of Nguzo Saba, may never relate to these ideas because of racism or a lack of awareness and/or pride in the African heritage.

- Materials that support the role of victim rob the individual from developing self-responsibility and advocacy.

In general the sub-committee felt the materials were deficient in the discussion of raising children in a race conscious world and in considering the strong spiritual orientation of this population. While this experienced group was aware of many colleagues and organizations using "in-house" materials, they were disappointed not to find many new parenting curricula available commercially.

The guide is arranged in several sections. The **Quick Reference** provides an abbreviated view of each curriculum (pages 10-11). The curricula are alphabetized by title. The easy to read grid can assist the parenting educators in making initial decisions without having to read all the narratives.

Curricula Content are grid pages that identify specific issues and topics covered in the curricula. This will narrow the search for specific content.

Narratives for Parenting Curricula provide a more elaborate description of the curricula. Additional information including a summary, culturally specific information, and ordering details appear in this section. *Reviewer's Remarks* also appear in this area. These remarks represent reviewer's thoughts, concerns, and suggestions for how the materials might work. Each curriculum appears in alphabetical order.

The **Guide for Choosing African American Parenting Curricula** is not an exhaustive listing of all curricula. ParentLink is interested in learning about additional curricula. The final section of the guide is a form inviting readers to tell us about other materials.

DEFINITION OF TERMS

Each of the following categories appears in the **Quick Reference**, **Curricula Content**, and/or in the **Narratives**.

Curricula Content

These grid pages reflect specific topics or issues addressed by each curriculum. Reviewers' responses were tallied to determine if certain content exists. A majority vote is indicated by "yes" or "no". If no majority existed, the item is blank.

Media Format

This category describes the types of media used in the curriculum. A curriculum may include one or several of these pieces.

Video (V) is available in Beta or VHS format.

Audio cassette (AC) is available in standard format.

Book (B) is included only if it came highly recommended or was part of a curriculum.

Booklet (BL) is a brief printed document.

Workbook (W) is material that is expended by the participant during the course of the parenting education program.

Teacher's manual (TM) is designed to be used by a facilitator and may include material not provided to parents, (e.g. group facilitation tips, public relations and recruitment materials, etc.).

Parent handbook (PH) is used by the participant and supports the presented material. These may also be self-study.

Evaluation Criteria

The ParentLink Curricula Committee (1992) established the following **fundamental principles** as criteria. It is important that all principles be present as often as possible.

The six **PRINCIPLES** are:

Evaluation Criteria (fundamental Principles)	Items that could be considered as part of this criteria.
1. Congruent with existing human development theory and practice.	• appropriate parenting skills are demonstrated • material is appropriate to child's developmental level • documentation of research exists for materials • identifiable theory base exists
2. Materials do not sanction psychological or physical abuse.	• opportunities exist for child-to-parent communication • alternatives to corporal punishment are emphasized • appropriate expectations are emphasized for children • stress relievers for parents are offered and discussed
3. Encompasses diversity in family structure and function.	• a variety of family structures is depicted • materials are presented with sensitivity to all family structures • parenting styles are identified and discussed • opportunity exists for parents to explore the strengths of their family structure
4. The curriculum is appropriate for intended audience.	• material presented is meaningful to the intended audience • persons of color are portrayed in a variety of roles (leaders, narrator, facilitator, participants, observers, etc.) appropriate to the intended audience • culturally relevant themes are presented (i.e. heritage, religion, economics, etc.) • culturally relevant family issues are realistically presented (i.e. discipline, consequences, sibling relationships, etc.)
5. There is a range of socio-economic status portrayed.	• appropriate family activities are portrayed • curriculum support materials are available, priced relative to the audience's ability to pay • information is presented without condescending attitudes • stereotypes are not used
6. Technical aspects contribute to a useable curriculum.	• user-friendly • vidéo/audio are of adequate quality • reading level is appropriate for intended audience • language is appropriate for intended audience

Scoring

Each of the EVALUATION CRITERIA was scored separately. The score for each criterion could be as low as "zero" or as high as "five". The sub-criteria listed were only for the reviewer's consideration. Each reviewer may have developed other sub-criteria, and these are included in the Reviewer's Remarks. The scores recorded on the grid are the average of the individual scores from the subcommittee members.

The total score is compiled by adding the sub-totals from each of the six criteria. The maximum total is 30 points.

These scores are intended to provide the thoughtful, professional judgement of the sub-committee about the quality of each curriculum. They are not meant to provide an outright recommendation or endorsement for any specific curriculum.

Target Groups

This category suggests an intended audience for the curriculum. Parents, professionals, or training may be indicated. If the reviewers believe the curriculum is applicable for multiple audiences, all that apply are indicated.

Content Category

This category answers questions regarding topics covered by the curriculum. A curriculum may fit more than one of these categories.

General **P**arenting (**GP**) are materials that any parent would find helpful. Topics may include communication, self-esteem, family growth, etc.

Ages/**S**tages (**AS**) materials relate to parenting children at different ages and in different stages of development, (e.g. two year olds or adolescents).

Special **F**ocus (**SF**) materials focus on specific issues or populations, parenting through transitions, or children with special needs, (e.g. substance abuse, divorce, children with cerebral palsy).

Program Format

This category provides information about the type of facilitation required by the curriculum. Consequently, the type of parenting education program offered may depend on who is available to facilitate.

Leader **R**equired (**LR**) suggests a professional parenting educator, family life educator, other knowledgeable professional or trained facilitator is needed to present the materials adequately. Specific skill building, emotionally laden, and/or other in-depth content may be an integral part of the program.

Group Workshop (GW) suggests the curriculum could be used for individual study but would be enhanced by group discussions and skilled leadership.

Self-Study (SS) suggests the curriculum materials are clearly presented in a positive supportive manner. The material is easily understood without professional facilitation.

Program Length

Length of program is indicated by the number of meetings or sessions recommended by the author, the number of pages in a book, or the running time of a audio or video tape. Individual use or facilitation style will impact the actual time required for completion of the curriculum.

Date of Publication

The publication date is listed as indicated on the curriculum.

Ordering Information/Cost

Information found in this category will help the consumer to access curricula easily and directly. The author, publisher, address, telephone number, and price are included. Price is accurate as of June 1994.

It is hoped that the quality, as well as the cost, is considered when deciding which curricula to purchase. If a curriculum is found that meets programming needs, but exceeds budgetary limits, consider additional fund raising before settling for materials that do not meet programming needs.

Reviewer's Remarks

ParentLink believes it is important to include reviewer's remarks that do not clearly fit any of the formal categories. These remarks may reflect concerns, compliments, presentation suggestions, or comments about content areas. They are included to take advantage of group expertise and professional judgment. These remarks do not reflect a negative recommendation, or suggest an endorsement of, any specific curriculum.

Special Populations

This section is comprised of questions designed to examine specific issues addressed by curricula written for African American populations. The information provided is *descriptive* rather than *valuative* and therefore, not scored. The questions and responses appear in the Narrative Section as they appear on the review instrument. Responses reflect group consensus. The item was left blank if no consensus was reached.

QUICK REFERENCE
for parenting curricula

QUICK REFERENCE FOR PARENTING CURRICULA

CURRICULUM CATEGORIES		Evaluation Criteria												
CONTENT CATEGORY GP - General Parenting A/S - Parenting @ Different Ages & Stages SF - Special Focus **PROGRAM FORMAT OF MATERIALS** LR - Leader Required GW - Group Workshop SS - Self-Study **TARGET GROUP** Par - Parent Pro - Professional Trg - Training **MEDIA FORMAT** V- Video B - Book TM - Teacher Manual PH - Parent Handbook AC - Audiocassette WB - Workbook BL - Booklet **SCORE** Fundamental Principals 5 pts @ max Total Points: 30 max	Media Format	Congruent With Existing Developmental Theory	Materials Don't Sanction Psychological or Physical Abuse	Encompasses Diversity in Family Structure and Function	Appropriate for Intended Audience	Range of Socio-Economic Status Portrayed	Technical Aspects	TOTAL SCORE	Target Group	Content Category	Program Format	Program Length	Cost	Date of Publication
A Black Parent's Handbook to Educating Your Children (Outside the Classroom)	PH	1	2	1	5	3	4	16	P	GP;SF	SS	74 pages	$5.95	91
Black Fatherhood: The Guide to Male Parenting	B	3	2	5	4	4	4*	22	P	GP;SF	SS	142 pages	$8.95	92
Black Madonnas & Young Lions	WB	5	4	1	5	3	4	22	Pro Trg	AS;SF	LR	123 pages	$18.95	92
Black Students in Interracial Schools	B	4	5	3	5	3	5	25	Par Pro Trg	GP;SF	LP;GW;SS	134 pages	$7.95	80
Bringing the Black Boy to Manhood	B	3	4	3	5	3	4	22	Par	GP;SF	SS	42 pages	$6	85
Conscious Parenting for African American Excellence	TM	3	5	4	3	3	3	21	Pro	SF	LR	75 pages	See nar.	Unk
Countering the Conspiracy to Destroy Black Boys, Volumes I, II, III	B(3)	5	5	4	5	4	4	27	Par	SF	LR	48 pages 38 pages 80 pages	$4.95 $4.95 $6.95	85 86 90
Different and Wonderful	B	5	5	5	5	5	5	30	Par Pro	GP;SF	SS	242 pages	$12	90
Effective Black Parenting	TM	4	4	4	3	4	4	23	Par	GP;SF	LR	15 sessions	$150	85
Giving Your Child a Good Start in School	BL	4	4	2	4	3	4	21	Par	GP;AS; SF	SS;GW	12 pages	$4	88
Keeping Your Baby Healthy	PH	4	3	2	4	3	3	19	Par	SF;AS	SS	38 pages	$5	89

CURRICULUM CATEGORIES

CONTENT CATEGORY
GP - General Parenting
A/S - Parenting @ Different Ages & Stages
SF - Special Focus

PROGRAM FORMAT OF MATERIALS
LR - Leader Required
GW - Group Workshop
SS - Self-Study

TARGET GROUP
Par - Parent
Pro - Professional
Trg - Training

MEDIA FORMAT
V- Video
B - Book
TM - Teacher Manual
PH - Parent Handbook
AC - Audiocassette
WB - Workbook
BL - Booklet

SCORE
Fundamental Principals
5 pts @ max

Total Points:
30 max

Evaluation Criteria

	Media Format	Congruent With Existing Developmental Theory	Materials Don't Sanction Psychological or Physical Abuse	Encompasses Diversity in Family Structure and Function	Appropriate for Intended Audience	Range of Socio-Economic Status Portrayed	Technical Aspects	TOTAL SCORE	Target Group	Content Category	Program Format	Program Length	Cost	Date of Publication
Negotiating Your Child's Experience in the Public School	PH	4	4	4	4	3	4	23	Par	GP;AS; SF	SS	24 pages	$4.50	89
Parent to Parent	V;AC;TM; PH	3	5	3	5	3	5	24	Par	SF	LR	8 sessions	See nar.	90
Parenting for Education	B	5	3	2	4	0	5	19	Par	GP;SF	SS	110 pages	$6	88
PRAISE!: A Parenting Training Approach for American Families Seeking Unity														
Preschool Stress Relief Project	V;TM	3	4	3	4	2	3	19	Par Trg	SF	LR	3 sessions	$319	92
Quick List: Ten Steps to a Drug Free Future	BL	4	4	2	3	2	3	18	Par	GP;SF	SS	3 pages	Free	92
Raising Black Children	B	4	4	5	5	5	5	28	Par	GP;AS; SF	SS;GW	436 pages	$12.95	92
Teens, Television and Telephones	BL	3	3	1	3	2	3	15	Par	GP;AS; SF	SS	11 pages	$3	88

CURRICULA CONTENT

CURRICULA CONTENT

RATING Y - Yes N - No	**FAMILY ISSUES**																	
	Extended family roles	Parenting in crisis	Factors influencing parenting skills	Parents' social network	Basic growth and development of children	Expectations commensurate with the age of children	Expectations of parenting role stated	Guidance and discipline	Stress and stress management	Decision making and responsibility	Alcohol and other drug information	Symptoms of substance misuse	Building self-esteem	Dealing with emotions of parents	Dealing with emotions of children	Dealing with success and failure	Communication	Parental values
A Black Parent's Handbook to Educating Your Children (Outside the Classroom)	N	N	N	N	N	N	Y	N	N	Y	N	N	N	N	N	Y	Y	Y
Black Fatherhood: The Guide to Male Parenting	Y		Y		N	N	Y	Y		Y	Y	N	Y	Y	Y	Y	Y	Y
Black Madonnas & Young Lions	Y	N	N	N	Y	Y	Y	Y	N	Y	N	N	Y	N	N	Y	Y	Y
Black Student in Interracial Schools	Y	Y		Y	Y	Y		Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Bringing the Black Boy to Manhood	Y	N		Y	Y	Y	Y		N		N	N	Y			N		
Conscious Parenting for African American Excellence		Y	Y	Y	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y	
Countering the Conspiracy to Destroy Black Boys, Volumes I, II, III	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Different and Wonderful	Y	Y	Y	Y	Y	Y	Y	Y		Y	N	N	Y	Y	Y	Y	Y	Y
Effective Black Parenting	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Giving Your Child a Good Start in School	Y	N	N	Y	Y		Y	N	N	Y	N	N	Y	N	Y	Y	Y	Y
Keeping Your Baby Healthy	N	N	Y	N	Y	Y	Y	N	N	Y	Y	N	N	Y		N	N	N
Negotiating Your Child's Experience in the Public Schools	N	N	Y	Y	N	Y	Y	N	N	Y	N	N	Y	N		Y	Y	Y
Parent to Parent	N	Y		N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parenting for Education	N	N	N	N	Y	Y	Y	Y	N	Y	N	N	N	N		Y	Y	Y
PRAISE!: A Parenting Training Approach for American Families Seeking Unity	Y	N	Y		Y	Y	Y	Y	N	Y	Y	Y	Y				Y	Y
Pre-School Stress Relief Project	N	Y	Y	N		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	
Quick List: Ten Steps to a Drug Free Future	Y	N	N	N	N	N	Y	N	N	Y	Y	N	Y	N	N	N	Y	N
Raising Black Children		Y	Y	Y	Y	Y	Y	Y	Y		Y	N	Y	Y	Y	Y	Y	Y
Teens, Television and Telephones	N	N	Y	N	Y	Y	Y	Y	N	Y	N	N	N	N	N	N	Y	Y

RATING Y - Yes N - No	COMMUNITY ISSUES					OTHER													
	Community resources	Support network	Social isolation	Family relationship with schools	Peer influence	Nutrition	Health	Emergency care	Safety	Training logistics	Alcohol & other drug prevention	Sexual, emotional, and physical abuse	Education	Rites of passage	Community Empowerment	Television		
A Black Parent's Handbook to Educating Your Children (Outside the Classroom)	Y	N	N	Y	Y								Y					
Black Fatherhood: The Guide to Male Parenting	N	Y	N	Y	Y													
Black Madonnas & Young Lions	Y	Y	N	Y	Y									Y				
Black Students in Interracial Schools		Y	Y	Y	Y													
Bringing the Black Boy to Manhood		Y	N	N										Y				
Conscious Parenting for African American Excellence	N	Y	Y	N	N					Y					Y			
Countering the Conspiracy to Destroy Black Boys, Volumes I, II, III		Y	Y	Y	Y													
Different and Wonderful	Y	Y	Y	Y	Y													
Effective Black Parenting	Y	Y			Y					Y								
Giving Your Child a Good Start in School	N	Y		Y	N								Y					
Keeping Your Baby Healthy	Y	Y	Y	N	N		Y		Y									
Negotiating Your Child's Experience in the Public Schools	N	N	N	Y	N													
Parent to Parent	Y	N	N	Y	Y						Y							
Parenting Education	N	N	N	N	N													
PRAISE!: A Parenting Training Approach for American Families Seeking Unity	Y	Y	N		N													
Preschool Stress Relief Project	Y	Y	Y		Y					Y								
Quick List: Ten Steps to a Drug Free Future	Y	Y	N	Y	Y													
Raising Black Children	N	Y	Y	Y	Y													
Teens, Television and Telephones	N	N	N	N	Y											Y		

NARRATIVES
for parenting curricula

NARRATIVES

Entries in this section with title and author first, appear in the same order as on the grid in the **Quick Reference** and **Curricula Content** section. The **program format** and **target group** are identified and clarified if necessary. **Ordering** and **cost** information are confirmed as of June 1994.

Finally, **reviewer's remarks** are included and italicized. These notes, written by the persons reviewing the curriculum, reflect concerns, compliments, and suggestions for use. They are included for your consideration in choosing curricula appropriate for parents in your community.

The **special population** descriptive notations are included as they appear in the review instrument. The tally indicates a majority view. Those with no clear majority were left blank.

A BLACK PARENT'S HANDBOOK TO EDUCATING YOUR CHILDREN (OUTSIDE OF THE CLASSROOM) by Baruti K. Kafele

This book focuses on a parent's responsibility to begin a child's educational process before the child enters the classroom. The author writes that this includes the parent discussing with the child the purpose of education, making a commitment to become educated, and setting realistic but challenging goals. Further, the book discusses the parent supplementing a child's education if adequate cultural information is not provided by the school system. Black newspapers, television shows, and cultural activities are suggested to introduce current and historical figures and events. A reading list is provided.

Program Format: Book, 74 pages, self-study

Target Group: Parents of Black children

Ordering Information:

Baruti Publishing
P.O. Box 4088
Jersey City, NJ 07304
201-433-9484

Multicultural Publishers Exchange
W5527 Hwy. 106
P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-558-2110

Cost: $5.95

Reviewer's Notes:

- *Emphasizes the importance of study skills, reading, college, and test-taking strategies.*
- *Nice list of suggested readings of Black role models in the back of the book.*
- *Activism through the acquisition of education is seen as a means to address social injustice.*
- *This book is written for parents who are from a lower educational level. For African Americans who are feeling lost or unattached to their race this would be comfortable reading. Has "brother to brother" approach to it.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: A Black Parent's Handbook to Educating Your Children

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
			questions and answers?
X			**modeling?**
X		X	**mentoring?**
			apprenticeship?
			personal sharing and expression?
			storytelling?
			Does the curriculum help parents address questions from their children about **racism**?
			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
			for parents?
			for children?
			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
			Does the curriculum reinforce **cultural stereotypes**?

BEST COPY AVAILABLE

BLACK FATHERHOOD: THE GUIDE TO MALE PARENTING by Earl Ofari Hutchinson, PhD

The author of this book discusses African American family life and emphasizes fathering from a positive point of view. Anecdotes and quotes from historically significant people are woven throughout the text. Ideas related to parenting and marriage were gleaned from discussions with six African American fathers, ages 26-88. Parenting tips, provided through a series of 19 "guides," include topics such as building your child's self-confidence, managing visitation, including children in activities, and accepting responsibility.

Program Format: Book, 142 pages, self-study

Target Group: African American parents

Ordering Information: Middle Passage Press
5517 Secrest Dr.
Los Angeles, CA 90043-2029
213-298-0266

Cost: $8.95

Reviewer's Notes:

- *The handbook is written in a way to provide simple guidelines in parenting for African American fathers. Some of the content could be stressed more and be more structured.*
- *This handbook provides the African American father an opportunity for reflective consideration of his parenting efforts. Informed discussions of personal experiences would allow the parent to relate from a cultural perspective which could facilitate the development of a personal plan.*
- *This is a good book from the male, ethnic perspective.*

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Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Black Fatherhood: The Guide to Male Parenting

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
			apprenticeship?
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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BLACK MADONNAS & YOUNG LIONS: A RITES OF PASSAGE FOR AFRICAN AMERICAN ADOLESCENTS by Bernida Thompson

Rites of passage are defined by the author as having three traditional goals: to help the children take on their own well-being, to impart the secrets and mysteries of adulthood, and to hand down the culture, traditions, history, and attitudes of the tribe. This manual describes one model for a rites of passage program. The Kiswahili Seven Principles provide the basis for this model. The principles are family history, endurance, health, values, spirituality, housekeeping, time management, sexuality, fine arts, and assertiveness. Lesson plans, ritual outlines, and activities for youth are included in the manual.

Program Format: Teacher's Manual/Workbook, 123 pages, leader presented

Target Group: Professionals and training opportunities

Ordering Information: Roots Activity Learning Center
622 No. Capitol Street
Washington, DC 20011
202-882-5155

Cost: $18.95

Reviewer's Notes:

- *This curriculum is designed specifically to take young people through a structured procedure for acquiring understanding of responsible adulthood which includes parenting. The emphasis on character building is based on heritage and culture.*
- *The curriculum is intended to relieve strain and stress of parenting adolescents by promoting and encouraging self-discipline.*
- *This is primarily a guide for adults (youth leaders and other professionals) to assist adolescents in developing necessary strengths for the transition to responsible parenthood.*
- *This could be a supplement to other parenting materials (especially the cultural components).*
- *This would be a good self-study tool for caucasian educators seeking to understand African heritage, rituals, and beliefs.*
- *This has a good suggested reading list.*

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Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Black Madonnas & Young Lions

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
			apprenticeship?
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
			for children?
X			Does the curriculum address **social bias**?
			Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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BLACK STUDENTS IN INTERRACIAL SCHOOLS: A GUIDE FOR STUDENTS, TEACHERS, & PARENTS by Ed Smith, PhD

The book is written for young people and focuses on developing coping skills for attending interracial schools. Proverbs and quotes from historically significant African Americans are integrated throughout the text to reinforce self-sufficiency, responsibility, family strength, and the value of education. Some suggestions for behavior are philosophical ("your beliefs will help create the fact") while others are more practical ("wearing hats in places like classrooms is a bad habit"). Emphasis is placed on *individual* ability for making decisions and experiencing success beyond the schoolroom.

Program Format: Book, 134 pages, for self-study, group workshop, or leader presented

Target Group: Primarily for African American high school and college students and parents, and professionals.

Ordering Information:
Multicultural Publishers Exchange
W5527 Hwy. 106
P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-558-2110

Cost: $7.95

Reviewer's Notes:

- *This book has empowering information for students, parents, and teachers.*
- *Can help students to determine how they want to handle situations of racism.*
- *This seems to be one of the few books that does not focus on the theory of "blacks as victims" but repeatedly allows that blacks have the power to choose their reaction or "pre-action" to racism. This book could be an empowering tool for parents, students, and/or teachers on an individual, group, or training basis.*
- *The strengths are: the language is user friendly, lists Black publishers for additional information, and uses self-validation techniques.*
- *This book really tells it like it is and should be read by anyone wanting to expand awareness/understanding of African American culture, experiences, etc.*
- *The book avoids sarcasm and preaching.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Black Students in Interracial Schools

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
X			**apprenticeship?**
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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BRINGING THE BLACK BOY TO MANHOOD: THE PASSAGE by Nathan Hare, PhD and Julia Hare, EdD

This book is written in three parts. It begins by offering a historical perspective of the status of African American males and a rationale for a rites of passage program. The second part is an outline for a year of passage events that focuses on knowledge development and service. The final section is an outline for the formal passage ceremony. The author recommends a rites of passage program for all eleven-year-old males. An adult supervises the passage program and parents contribute suggestions for program content and support.

Program Format: Book, 42 pages, self-study

Target Group: Parents of African American males, group leaders

Ordering Information:
The Black Think Tank
1801 Bush Street
Suite 118
San Francisco, CA 94109
415-929-0204

Cost: $6

Reviewer's Notes:

- *Using Erikson as a framework, identity is discussed and techniques to guide a youngster through adolescence are presented in a concise format.*
- *The authors make some very interesting points about Black males in the USA today and identify "The Passage" ritual as one way to help young black boys become black men in society. Simple to read, interesting, and could be worth a community and parent trying out what is suggested.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Bringing the Black Boy to Manhood

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
			questions and answers?
			modeling?
X			**mentoring?**
X			**apprenticeship?**
			personal sharing and expression?
			storytelling?
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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CONSCIOUS PARENTING FOR AFRICAN AMERICAN EXCELLENCE: A PARENT EDUCATION AND SUPPORT GROUP FOR EMPOWERING BICULTURAL COMMUNITIES by Makungu M. Akinyela, MA, MFCC

This parenting education model is designed to empower parents to develop solutions for child-raising problems. Rather than presenting a set of techniques or skills, the author proposes a process of examining parenting issues through dialogue, in a group setting called Ujamaa Circles. A trained facilitator guides the parenting group in reframing child-raising problems in the context of the community experience, including the parents' life events, social and economic problems, and institutional racism. Child-raising problems and solutions are solicited from within the Ujamaa Circle allowing the content of the parenting education program to be individualized to the membership. The materials reviewed focus on training the facilitator to use the process to develop and facilitate the Ujamaa Circles.

Program Format: Four days (32 hours), Facilitator Training required, Leader Required

Target Group: Professionals

Ordering Information: Ujamaa Counseling and Consulting
2616 Old Wesley Chapel Rd., #105
Decatur, GA 30034
404-981-7261

Cost: $400 (plus expenses) for a 2 hour workshop
$550 (plus expenses) for a 1/2 day workshop
$4000 (plus expenses) for a 4 day training

Reviewer's Notes:

- *Depending on the outcome of the process, many different parenting issues could be addressed. This would probably be a good model for use in community empowerment at a grass roots level.*
- *Heavily emphasizes the various factors that affect parenting (negatively).*
- *The foundation of the handbook appears to be an intent to give parents the knowledge about self and responses to "the system".*
- *Focuses on parental empowerment by utilizing the skills and backgrounds of parents in the group.*
- *The parenting education focus is very different from many existing curricula.*
- *The facilitator and their understanding of the theory is critical to the successful use of this model.*
- *Interesting to read, would love to try this parent education/support group method.*
- *This is NOT a curriculum, it is a model or process to be used with an African American community parent education program. It is advisable to have well-trained facilitator, comfortable in the environment of their participants, use this material.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Conscious Parenting for African American Excellence

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
			apprenticeship?
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
			Does the curriculum address parents' **involvement in the school**?
			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
			Does the curriculum reinforce **cultural stereotypes**?

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COUNTERING THE CONSPIRACY TO DESTROY BLACK BOYS by Jawanza Kunjufu

The author focuses on the impact of parents, teachers, and the community, from birth on African American boys from birth through fourth grade. It is at the fourth grade level the author believes the effects of institutional racism, inappropriate teaching technique, and lack of male role modeling peaks. This series promotes the proverb "it takes a village to raise a child." The author stresses the responsibility for children's success is with involved parents, teachers, and community. Suggestions are briefly outlined for family management, classroom effectiveness, community involvement, and rites of passage.

Program Format: Volume I (38 pages), Volume II (48 pages), and Volume III (80 pages), self-study

Target Group: Parents and professionals

Ordering Information: Multicultural Publishers Exchange
W5527 Hwy. 106, P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-558-2110

Cost: $4.95 for Volumes I and II
$6.95 for Volume III

Reviewer's Notes:

- *This series of books can be very helpful to Black parents if they were read and used! I would highly recommend this series be read especially by Black parents with Black male children.*
- *Although not in and of itself a curriculum, this would work as a supplemental reading for parenting curriculum.*
- *Offers a special focus on supporting the development of Black males in American society.*
- *This is a book I would encourage parents and educators to read and reread and apply to all settings. I specifically would encourage male parents to read all volumes.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Countering the Conspiracy to Destroy Black Boys

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
X			**apprenticeship?**
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
X			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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DIFFERENT AND WONDERFUL by Darlene Powell Hopson, PhD and Derek S. Hopson, PhD

The authors focus on how to respond to racial consciousness, prejudice, and discrimination in a manner that preserves the individual's dignity and self-esteem. Parents are encouraged to examine their own attitudes and comfort levels in addressing issues of racism with their child(ren). Suggestions are offered for exploring home, school, and community environments for support of healthy race identity. Artwork, toys, entertainment, reading material, attitude, and personnel are suggested as indicators. This book has anecdotes and examples of the authors' experiences from their family, community, and professional lives.

Program Format: Book, 242 pages, self-study

Target Group: Parents and professionals

Ordering Information:
Five Star Book Service
10498 E. 4000S Rd.
St. Anne, IL 60964
815-427-6060
FAX: 815-427-6388

Cost: $10

Reviewer's Notes:

- *The books offers a free flowing style of communicating about racial issues at various age levels but could be construed as being geared toward the middle class black population. Good practical suggestions and resource guide.*
- *This is a very enlightening book. It is a reinforcement of what we as parents are doing that is right. Many helpful tips and pointers! Should be required reading for teachers.*
- *A very good book for parenting children who are African American.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Different and Wonderful

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
	X		**apprenticeship?**
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
X			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
X			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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EFFECTIVE BLACK PARENTING by Kirby Alvey, PhD

Effective Black Parenting is based on the concepts of social learning theory. Parental observations of children's behaviors are recorded. Planning as a result of the recorded observations is key. Parents are taught to establish and explain clear family rules and to administer positive consequences (praise and special incentives) and corrective consequences (mild social disapproval, ignoring, and time out) to achieve compliance to those rules. The Instructor's Manual, reviewed for this project, includes directions to the instructor, scripted instructional information, and facilitation suggestions.

Program Format: Curriculum with 14, 2 1/2 hour sessions, leader required

Target Group: African American parents

Ordering Information: Center of Improved Child Caring (CICC)
11331 Ventura Blvd., Suite 103
Studio City, CA 91604
1-800-325-2422
FAX: 818-753-1054

Cost: $320 for Instructor's Kit (includes Instructor's Manual, Parent's Handbook, graduation certificates, transparencies, promotional flyers and video, and Getting Parents Into Programs: Successful Marketing Strategies)
$795 per participant (plus expenses) for Instructor Training Workshops

Reviewer's Notes:

- *This curriculum provides indepth parenting techniques that emphasize discipline, rules, and consequences. Skilled facilitation would be necessary.*
- *Perhaps this could also be used with teachers and other professionals for training.*
- *Good discussion of the "Parenting Methods of Traditional Black Discipline" (whipping and spanking) and "Parenting Methods of Modern Black Self-Discipline" (clear rules and consequences).*
- *This program has an intensive facilitator training component (40 hours) that is offered in various cities around the country.*
- *The program has been developed from an African American perspective by including information of the historical background of Blacks in this country and the impact on parenting. This information is validated by inclusion of reference to Black educators and scholars. The presentation format is designed to reflect the Black experience in learning style (call & response). The use of charts and graphs does not seem to fit.*
- *Discussions regarding the history of African Americans, responses to racism and discrimination, and cultural values and practices are incorporated throughout the curriculum.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Effective Black Parenting

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
			apprenticeship?
X			**personal sharing and expression?**
			storytelling?
	X		Does the curriculum help parents address questions from their children about **racism**?
			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
	X		Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

BEST COPY AVAILABLE

GIVING YOUR CHILD A GOOD START IN SCHOOL by Carol Phillips, PhD

This booklet offers a number of suggestions for parents to help prepare themselves and their child for a successful educational experience. Targeted to those parents whose child has not yet started school, learning experiences in the home are described and encouraged. The author supports parents as the child's first teacher. Finding a school setting that meets the needs of the child is discussed. Sample questions about schools and educators that parents can use to make informed choices are offered.

Program Format: 12 page booklet, self-study

Target Group: Parents of pre-school African American children

Ordering Information: National Black Child Development Institute
1023 15th St. NW, Suite 600
Washington, D.C. 20005
202-387-1281

Cost: $4

Reviewer's Notes:

- *Good book for African American parents of all socio-economic levels.*
- *This is helpful to gain an insight regarding the role of school, and what a parent's role is.*
- *Seems dated. Would like to see fewer words or type broken up to appear more readable. Layout uninteresting. Has some real important messages regarding the parent's responsibility to monitor exposure of children to the African American culture at home, at school, and in the community.*
- *People probably are not going to get "revved up" reading it or excited about reading additional materials.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Giving Your Child a Good Start in School

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
		X	Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
	X		**apprenticeship?**
X			**personal sharing and expression?**
			storytelling?
	X		Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
			for parents?
X			for children?
	X		Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injus'ice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

BEST COPY AVAILABLE

KEEPING YOUR BABY HEALTHY: A PRACTICAL MANUAL FOR BLACK PARENTS by Sharon Dennis

This manual supplies answers to common questions about pregnancy and early childhood. The need for early pregnancy diagnosis and prenatal care is stressed. Although not targeted to pregnant teens exclusively, a section does discuss the additional emotional and physical stress of pregnancy on teenagers. Warnings are offered regarding the exposure to STDs, AIDS, alcohol, and illegal and over-the-counter drugs. Basic information is presented about the development of infants through one year. Safety and accident prevention are emphasized.

Program Format: 38 page parent handbook, self-study

Target Group: African American parents, from pregnancy through one year

Ordering Information: National Black Child Development Institute
1023 15th Street NW, Suite 600
Washington, D.C. 20005
202-387-1281

Cost: $5

Reviewer's Notes:

- *This is a very basic infancy/early childhood health information booklet produced for Black parents but useful to any parent regardless of ethnicity or race.*
- *A very good manual for any age African American parent.*
- *Although not a curriculum, this manual could be used as a supplement to a curriculum.*
- *The 1-800-663-HELP number offered as a resource for drug treatment is not a working number but the local health department is suggested also.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Keeping Your Baby Healthy

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
			Does the curriculum help parents address questions from their children about **racism**?
			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect: for parents? for children?
			Does the curriculum address **social bias**?
			Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
			Does the curriculum address parents' **involvement in the school**?
			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
			Does the curriculum reinforce **cultural stereotypes**?

BEST COPY AVAILABLE

NEGOTIATING YOUR CHILD'S EXPERIENCE IN THE PUBLIC SCHOOLS: A HANDBOOK FOR BLACK PARENTS by Barbara B. Richardson, MSW, PhD

This handbook is designed to help parents be effective advocates for their child(ren) in the school setting. The author suggests advocacy begins when the parent spends time with the child(ren) and understands their temperament and reaction patterns. By understanding thier child, the author believes parents will be better able to intercede on their child's behalf. The handbook offers sample questions for parents to use in determining the appropriateness of a school for their child(ren). Questions regarding the racial balance of faculty and students, the inclusion of culturally specific curriculum, and student achievement levels are all recommended.

Program Format: Parent Handbook, 24 pages, self-study

Target Group: African American parents

Ordering Information: National Black Child Development Institute
1026 15th St. NW, Suite 600
Washington, D.C. 20005
202-387-1281

Cost: $4.50

Reviewer's Notes:

- *Very good book for parents with children entering the school system. A good how-to handbook.*
- *Parents are encouraged to take an active role in their child's education. The questions suggested to accomplish this seem irrelevant or untypical. It would be interesting to use this in the later years of school rather than preschool.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Negotiating Your Child's Experience in the Public Schools

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
		X	**apprenticeship?**
			personal sharing and expression?
			storytelling?
X			Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

PARENT TO PARENT DRUG PREVENTION WORKSHOP from PRIDE Parent Training

This video-based curriculum is created around the acronym **PARENT**: **P**ut Yourself in the Way, **A**wareness is Your Best Friend, **R**emember the Difference, **E**xpect and Inspect, **N**ever Cry Alone, and **T**ake Time for Yourself. Each component of the acronym introduces the parent to ways they can become a preventive force in their child(ren)'s lives. By being involved, watching for warning signs, helping children to develop independence, and communicating expectations and feelings the parent can prevent the use of alcohol and other drugs. Milton Creagh presents these components of drug and alcohol abuse prevention and reaffirms the concepts in each video. A trained facilitator introduces each session to the parenting group, plays and leads a discussion of the video, and concludes with each parent making a weekly behavioral plan. The weekly behavioral plans are recorded in the Parent Workbook and become a personal Action Plan for reference when the course is completed.

Program Format: Curriculum, eight sessions for parents, 1 1/2 - 2 hours each, leader facilitated. A video segment for each session is 22-45 minutes in length. Master Facilitator training is 3 days. Facilitator Training is 2 days.

Target Group: African American parents with children of any age

Ordering Information:

PRIDE Parent Training
1240 Johnson Ferry Place
Suite F-10
Marietta, GA 30068
1-800-487-PRIDE
FAX: 404-565-4749

Cost: $6,550 (minimum investment) for Central Facilitator Training (in Atlanta, GA, travel expenses NOT included) includes the Parent to Parent System (eight video modules, brochures, 40 AudioKits with four cassettes each, 40 Workbooks), and two facilitator guides.
$2,250 (expenses NOT included) for On-Site Facilitator Training for 16 people and includes facilitator guides. Increases the minimum investment to $8,050.
$750 per person for Master Facilitator Training
$20 each for Replacement Parent kits (one AudioKit with four tapes and one Workbook)

Reviewer's Notes:

- *This program is clearly and succinctly identified as relating to drug prevention. In this regard the program addresses this issue systematically and clearly with African American parents.*
- *The material addresses parents generally and does not make allowances for single, dual, or grandparents.*

- *The literacy level of the parent handbook is roughly 5th grade.*
- *Other versions of the curriculum are available, the script is the same but the facilitator, examples, and anecdotes change. Bill Oliver presents to a predominantly caucasian audience and Dr. Julio Fonseca presents in Spanish to a predominantly Hispanic/Latino audience.*
- *Lesson Plans are available and helpful to less experienced presenters and the Facilitator's Guide includes the conceptual framework, outlines of each video, and diagrams as used in the video.*
- *Parent to Parent is culturally relevant in its content to the African American experience.*
- *Specifically addresses drug and alcohol prevention but also has some good basic parenting suggestions.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Parent to Parent

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
			apprenticeship?
X			**personal sharing and expression?**
X			**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
		X	Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
		X	Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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PARENTING FOR EDUCATION, by Vivian W. Owens

This is a book of developmentally appropriate ideas and activities that parents can use at home with their babies and young children. Talking, reading, and teaching shapes and colors are among suggestions parents can use to actively support and enhance learning. After the child enters school, the author offers additional suggestions for reinforcing formal education through play and activities.

Program Format: Book, 110 pages, self-study

Target Group: Parents of children 0-10 years

Ordering Information: Multicultural Publishers Exchange
W5527 Hwy. 106, P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-558-2110

Cost: $6

Reviewer's Notes:

- *This text deals with the parenting process specifically for the formal education of one's children. And this does not focus on African American children. Good as supplemental reading for parents who want to provide a good educational milieu.*
- *Although the book does not give reference to any cultural group, it can be an effective tool for parents of any race or ethnic group.*
- *Suggestions are sometimes rather vague.*
- *Sometimes parents are encouraged to deal with situations that would seem to need professional help (underachievers for example).*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Parenting for Education

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
	X		Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
	X		Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
	X		**questions and answers?**
	X		**modeling?**
	X		**mentoring?**
	X		**apprenticeship?**
	X		**personal sharing and expression?**
	X		**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultur... stereotypes**?

PRAISE!: A PARENTING TRAINING APPROACH FOR AMERICAN FAMILIES SEEKING UNITY from the Vanella Group

PRAISE! is the acronym for **P**arents **R**eclaiming **A**ffirming (African) **I**nformation for **S**piritual **E**nlightenment. The authors describe how to use African language, proverbs, and rituals for a culturally relevant parenting education. The required facilitator training includes an orientation to Afrocentric theory and its use in parenting education. The eight chapter Parent Journal/Guide provides information regarding communication, family meetings, goals of misbehavior, substance abuse, and child development from birth through 12 years. These chapters correspond to information covered in the facilitator's manual and form the core of the parenting education model.

Program Format: Curriculum, 3 1/2 day facilitator training required.

Target Group: Parents

Ordering Information: The Vanella Group
P.O. Box 29472
Washington, D.C. 20017
202-529-1561
FAX: 202-269-0049

Cost: $350 includes Training, Facilitator's Manual, Parent Guide/Journal Manual, Certificate, Training Institute follow-up, and ongoing curricula updates

Reviewer's Notes:

- *This is written to be used by itself but its strength may be in using this to augment other curricula not written specifically for the African American population (e.g. STEP, Active Parenting, etc.).*
- *I like the parenting trainee's journal at the end of each chapter.*
- *Information about substance abuse is minimal.*
- *The notebook format is difficult to follow but the information is exceptional.*
- *The parenting model developed provides minimal information on each topic. A facilitator would need to prepare beyond what the facilitator's manual and the parent manual provide.*
- *Three additional modules are being prepared and were not available at review time, Basic Child Care, Nutritional Tips, and Understanding and Working with Other Cultures.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: PRAISE!: A Parenting Training Approach for American Families Seeking Unity

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
			mentoring?
			apprenticeship?
X			**personal sharing and expression?**
X			**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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PRE-SCHOOL STRESS RELIEF PROJECT TRAINING OF TRAINERS MANUAL developed by the Pre-School Stress Relief Project

The Pre-School Stress Relief Project was developed to prevent substance abuse and mental health problems among preschool children by reducing their stress and increasing their coping skills. The authors suggest the best way to "reach and teach" young children is by influencing those with whom they have the most contact (i.e. parents and teachers). The parenting component of this project introduces the causes, effects, and interventions for stress. A teacher education component is contained in the same manual. Presentation outlines, transparencies, and participant activities focus on recognizing and reducing stress in adults *and* children.

Program Format: Teacher training, 2 - 4 hour sessions, minimum
Parent training, 3 - 2/12 hour sessions, minimum, both leader required

Target Group: Parents and preschool teachers

Ordering Information: Wholistic Stress Control Institute, Inc.
3480 Greenbriar Pkwy., Suite 310-B
Atlanta, GA 30331
404-344-2021

Cost: $40 for Teacher's Manual
$60 for What's This Mess Called Stress, 33 minutes
$99 for Children and Stress, 20 minutes
$60 for Stress and Parenting, 39 minutes

Reviewer's Notes:

- *Good children's book list in the Teacher's Manual.*
- *Videos and pictures within the manual all depict African Americans as presenters, participants, and narrators.*
- *Videotapes can be used without the manual and vice versa. Some of video can be used in segments.*
- *Material seems disjointed. The tapes are examples and scenarios to wrap around activities in the manual but the manual buries references on how and where to use the tapes.*
- *Tapes offer some very basic interventions (deep breathing, taking a walk).*
- *"Stress and Parenting" video seeks to offer idealistic solutions which overly simplify some very complicated stress producing situations. It might be helpful if the video's narrator did not "think and advise" for the viewer but instead offered this training in a way that a group could brainstorm possible strategies for handling the problem. This training is also very general and doesn't appear to be geared toward African American specific parenting.*
- *A complete stress curriculum for children that incorporates puppets as a teaching tool is also available.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Pre-School Stress Relief Project

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female** roles appropriately for this culture?
X			Does the curriculum present **material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
X			**modeling?**
X			**mentoring?**
		X	**apprenticeship?**
X			**personal sharing and expression?**
		X	**storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
	X		for parents?
	X		for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
			Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

QUICK LIST: TEN STEPS TO A DRUG-FREE FUTURE prepared by the Office for Substance Abuse Prevention

This booklet is the parenting component of **By Our Own Hands: A Prevention Campaign for African American Youth**. Adults are encouraged to use ten ideas to help African American youth overcome "adversity, apathy, and despair" and avoid alcohol and other drug use. The ten ideas include thinking of young people as winners, reminding them that the majority of youth *do not* use alcohol and other drugs, and setting a good example.

Program Format: Booklet, 3 pages, self-study

Target Group: African American parents and others who work with African American youth

Ordering Information: OSAP's National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847-2345
1-800-729-6686

Cost: Free

Reviewer's Notes:

- *This is the parenting piece of **By Our Own Hands: A Prevention Campaign for African American Youth**. Additional brochures and posters are available, free.*
- *This brochure might make it appear the alcohol and other drug abuse is predominantly a black problem since no other races or groups are mentioned.*
- *Very limited in content.*
- *The information is presented in an appealing manner with bold print and affirming photographs.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Quick List: Ten Steps to a Drug Free Future

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
		X	Does the curriculum depict **male/female roles** appropriately for this culture?
			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
X			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect: for parents? for children?
	X		Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
			Does the curriculum reinforce **cultural stereotypes**?

RAISING BLACK CHILDREN by James P. Comer, MD and Alvin F. Poussaint, MD

The authors use a question and answer format to respond to questions that arise while parenting children from infancy through adolescence. Questions addressed include development, religion, sex, leisure time, education, and peer pressure. Throughout the book attention is directed to helping parents "combat negative messages of racism while teaching their children to succeed in a white-dominated culture." Parenting strategies are offered to help children cope with conscious and unconscious acts of racism.

Program Format: Book, 436 pages, self-study

Target Group: Parents of and adults who work with African American youth

Ordering Information:
Five Star Book Service
10498 E. 4000 S. Rd.
St. Anne, IL 60964
815-427-6060
FAX: 815-427-6388 (credit cards only)

Cost: $10

Reviewer's Notes:

- *This book is also available at commercial bookstores.*
- *Very good parenting hand"ook. Easy to read. Easy to find appropriate information for the developmental stage of the child.*
- *This book is mostly for parents but would be good for professionals and incorporated into training.*
- *This is not specifically a "how to" book. It provides answers to parenting questions that are biased by the value system of the authors. Parents should be encouraged to approach this book from a critical perspective.*
- *Questionable information is provided to parents regarding alcohol and teenagers' drinking. Adolescent use is supported with the caveat that regular and immature use is not recommended and adult supervision should occur.*
- *Very good information is given about developmental stages and other culturally specific factors for blacks.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Raising Black Children

YES	NO	NA	
X			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
X			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
X			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
X			Does the curriculum support ties to the **larger community**?
X			Does the curriculum depict **male/female roles** appropriately for this culture?
X			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate:
X			**questions and answers?**
			modeling?
			mentoring?
		X	**apprenticeship?**
X			**personal sharing and expression?**
		X	**storytelling?**
X			Does the curriculum help parents address questions from their children about **racism**?
X			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect:
X			for parents?
X			for children?
X			Does the curriculum address **social bias**?
X			Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
X			Does the curriculum address parents' **involvement in the school**?
X			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

TEENS, TELEVISION AND TELEPHONES: A SURVIVAL GUIDE FOR PARENTS by Margaret Beale Spencer, PhD

The electronic media are a pervasive influence in the United States. This booklet helps parents to understand the impact television programs, movies, and music videos can have on their child's perceptions of violence, sex, and cultural identity. Parents are encouraged to monitor the *messages* and the *messengers* on television. The author suggests rather than trying to avoid media contact, programming can be used as opportunities for discussion, education, and value clarification.

Program Format: Booklet, 11 pages, self-study

Target Group: Parents of adolescence

Ordering Information: National Black Child Development Institute
1023 15th St. NW, Suite 600
Washington, D.C. 20005
202-387-1281

Cost: $3

Reviewer's Notes:

- *Published by a Black organization for parents but could be applied to all cultural groups.*
- *Information focusing on television is important for parents of any age child.*
- *Statistics and examples are dated. The booklet does not reflect the current literature regarding the effects of television on children.*

Special Populations Review Instrument

The following statements are meant to provide *descriptive*, rather than *evaluative*, information.

Title: Teens, Television and Telephones

YES	NO	NA	
	X		Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
X			Does the curriculum **use references, examples, or information** from this culture?
	X		Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
	X		Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
	X		Does the curriculum support ties to the **larger community**?
		X	Does the curriculum depict **male/female roles** appropriately for this culture?
	X		Does the curriculum **present material in a manner that is appreciable** by the intended audience?
	X		Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
	X		Does the curriculum help parents address questions from their children about **racism**?
	X		Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect: for parents? for children?
	X		Does the curriculum address **social bias**?
	X		Does the curriculum discuss **activism** as a way to address **social injustice**?
	X		Does the curriculum discuss **tolerance** as one means of valuing diversity?
	X		Does the curriculum address parents' **involvement in the school**?
	X		Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
	X		Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
	X		Does the curriculum reinforce **cultural stereotypes**?

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RECOMMENDATION FORM

RECOMMENDATION FORM

The Parentlink Curriculum Review Committee will continue to meet to assess parenting materials. We would like you to recommend materials with which you are acquainted. Please share with us names and sources for materials directed at parents or persons supporting parents. To facilitate obtaining materials for review, please provide the following information.

Program Name _____

Program Model (Workshop, videotape, book, etc.) _____ _____

Publisher/Source for Obtaining Materials:

Name _____

Street _____

City _____ State _____ Zip Code_____

Telephone Number _____

Approximate date of publication _____

Approximate cost _____

Parenting topics covered in this program: _____

_____

_____

_____

Why do you recommend this program for our review? _____

_____

_____

_____

Thank you very much for your concern and attention. Please forward this form to Robin R. Wingo, Connection Center Coordinator, ParentLink, 212 Whitten Hall - UMC, Columbia, MO 65211.

REVIEW INSTRUMENT

PARENTING CURRICULA EVALUATION

DATE: _____ Reviewer: _____

CURRICULUM DESCRIPTION:

Title: _____ Publishing Date: _____

Media (check all that apply):

___ Video ___ Book ___ Workbook ___ Booklet

___ Teacher's Manual ___ Parent Handbook ___ Audio Cassette

Length of Program: _____ Cost of Program: _____

CONTENT AREAS: Indicate if the issue is addressed directly in the contents of the curriculum.

YES	NO	
		FAMILY ISSUES Extended family roles
		Parenting in crisis
		Factors influencing parenting skills
		Parents' social network
		Basic growth and development of child(ren)
		Expectations commensurate with the age of child(ren)
		Expectations of parenting role stated
		Guidance and discipline
		Stress and stress management
		Decision-making and responsibility
		Alcohol and other drug information
		Symptoms of substance misuse
		Building self-esteem

YES	NO	
		Dealing with emotions of parents of children
		Dealing with success and failure
		Communication
		Parental values
		OTHER:
		COMMUNITY ISSUES Community resources
		Support network
		Social isolation
		Family relationship with schools
		Peer Influence
		OTHER:

EVALUATION CRITERIA:

Scoring: Five points may be awarded for each criteria (1-6). The score for each can be as low as "zero" or as high as "five". The total maximum for this area is 30 points. Write your score for each criteria in the blank provided. The lettered sub-criteria are only for your consideration. There may be other sub-criteria you wish to consider. To provide additional information, circle the letter under the criteria that you believe the curriculum demonstrates, or write in your thoughts.

___1. Congruent with existing human development theory and practice
- a. appropriate parenting skills are demonstrated
- b. material is appropriate to child's developmental level
- c. documentation of research exists for materials
- d. identifiable theory base exists
- e. Other

___2. Materials do not sanction psychological or physical abuse
- a. opportunities exist for child to parent communication
- b. alternatives to corporal punishment are emphasized
- c. appropriate expectations are emphasized for children
- d. stress relievers for parents are offered and discussed
- e. Other

___3. Encompasses diversity in family structure and function
   a. a variety of family structures are depicted
   b. materials are presented with sensitivity to all family structures
   c. parenting styles are identified and discussed
   d. opportunity exists for parents to explore the strength of their family structure
   e. Other

___4. The curriculum is appropriate for intended audience
   a. material presented is meaningful to the intended audiences
   b. persons of color are portrayed in a variety of roles (leaders, narrator, facilitator, participants, observers, etc.), appropriate to the intended audience
   c. culturally relevant themes are presented (i.e. heritage, religion, economics, etc.)
   d. culturally relevant family issues are realistically presented (i.e. discipline, consequences, sibling relationships, etc.)
   e. Other

___5. There are a range of socioeconomic statuses portrayed
   a. appropriate family activities are portrayed
   b. curriculum support materials are available, priced relative to the audience ability to pay
   c. information is presented without condescending attitudes
   d. stereotypes are not used
   e. Other

___6. Technical aspects
   a. user friendly
   b. video/audio are of adequate quality
   c. reading level is appropriate for intended audience
   d. language is appropriate for intended audience
   e. Other
   f. publication date

_____ points (30 points possible)

LOGISTICS:

Content Category: circle the category that best describe the curriculum.

General Parenting	(materials that any parent would find helpful, topics could include communication, self-esteem, family growth, etc.)
Ages/Stages	(materials that relate to a specific age or developmental stage, i.e. two year olds, or adolescence)
Special Focus	(materials are focused on specific issues or populations, parenting through transitions, or children with special needs, e.g. substance abuse, divorce, children with cerebral palsy)

Target Group: circle the audience for whom you believe this curricula is appropriate

Parent Professional Training

Program Format: circle the format(s) that are suggested for or by this curriculum. (A curriculum may fit more than one category.)

Leader Presented — a professional parenting educator, family life educator, or other knowledgeable professional is needed to adequately present the materials, specific skill building and/or in-depth information may be an integral part of the program

Group Workshop — materials could be for individual study but would be enhanced by group discussions and skilled leadership

Self-Study — materials are clearly presented in a positive supportive manner for individual study

YES	NO	
		Is facilitator training offered by author or publisher?
		Is facilitator training required by the author or publisher?
		Is there a participant evaluation?
		Is there a pre/post test or other program evaluation included?
		Has the material been evaluated through a research process?

ORDERING INFORMATION:

Author(s):

Publisher:

Address:

Telephone:

Price:

Reviewer's Remarks:

Special Populations
Review Instrument

The following statements are to be considered as you review materials from the African American, Hispanic/Latino, or African American committees. These will not be scored. They are meant to be used to provide *descriptive*, rather than *evaluative*, information. Please place a check in the appropriate column. Any additional notes you would like to make are also appreciated.

YES	NO	NA	
			Does the curriculum discuss **bi-cultural issues**? (issues of both the ethnic/racial culture and the dominant culture)
			Does the curriculum **use references, examples, or information** from this culture?
			Does the curriculum include and support **extended family** members in their interactions within the family appropriately for this culture?
			Does the curriculum recognize and include the **faith community** or church appropriately for this culture?
			Does the curriculum support ties to the **larger community**?
			Does the curriculum depict **male/female roles** appropriately for this culture?
			Does the curriculum **present material in a manner that is appreciable** by the intended audience?
			Does the curriculum provide **opportunities** for culturally appropriate: **questions and answers?** **modeling?** **mentoring?** **apprenticeship?** **personal sharing and expression?** **storytelling?**
			Does the curriculum help parents address questions from their children about **racism**?

YES	NO	NA	
			Does the curriculum help parents address questions regarding **racial identity** with their children?
			Does the curriculum suggest ways of **managing racism** that maintains dignity and self-respect: for parents? for children?
			Does the curriculum address **social bias**?
			Does the curriculum discuss **activism** as a way to address **social injustice**?
			Does the curriculum discuss **tolerance** as one means of valuing diversity?
			Does the curriculum address parents' **involvement in the school**?
			Does the curriculum discuss how to address **deficiencies in the educational setting of their child(ren)** regarding culturally diverse literature, history, etc.?
			Does the curriculum address issues of **intra- color, tribe, or faith prejudice**?
			Does the curriculum reinforce **cultural stereotypes**?

REVIEWER'S REMARKS:

Material drawn from:

Earnst, L. (1992). African American Families: Celebrating diversity. (Available from Family Information Services, Minneapolis, MN).

Earnst, L. (1992). Celebrating the Hispanic Culture: Celebrating Diversity. (Available from Family Information Services, Minneapolis, MN).

Earnst, L. (1992). The African American Culture: Celebrating Diversity. (Available from Family Information Services, Minneapolis, MN).

Orlandi, M. (Ed.). (1992). Cultural Competence for evaluators: A Guide for alcohol and other drug abuse prevention practitioners working with ethnic/racial communities. Rockville: DHHS Publication No. (ADM)92-1884.

Simon, R. (Ed.). (1993). The Black middle class: Challenging the limits of the american dream [Special issue]. The Family Therapy Networker. 17,(4).

Derman-Sparks, L. & the A.B.C. Task Force. (1989). Anti-bias curriculum: tools for empowering young children. (pp. 1430145). Washington, D.C.: National Association for the Education of Young Children.

These materials have been adapted from the Missouri Parenting as Prevention Curricula Committee. (1990-92). ParentLink Program Evaluation. Available from ParentLink, University of Missouri, Columbia, MO.

Revised by Robin R. Wingo, MSW, LCSW, and Susan Holladay, MSW (October 1993).

We are grateful to the following people for their thoughtful critique of this instrument: Dr. Mable Grimes, Dr. Karen Debord, Dr. Carol Mertensmeyer.

This instrument was developed as a part of the Special Population Review Project funded by the Children's Trust Fund

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